

<p><b>Unit 1B:</b> Civil War &amp; Reconstruction</p> <p><b>Lesson A:</b> Economic, Social, and Political Issues during the Civil War</p> <p><b>Class Periods:</b> 1.5 class periods</p>	<p><b>Standards/Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• <b>SS.912.A.2.2-</b> Assess the influence of significant people or groups on Reconstruction. <u>Remarks/Examples:</u> Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.</li> <li>• <b>SS.912.A.2.3</b> -Describe the issues that divided Republicans during the early Reconstruction era. <u>Remarks/Examples:</u> Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.</li> <li>• <b>SS.912.A.2.5-</b> Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups</li> </ul>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Analyze the influence of significant people or groups on Reconstruction.</li> <li>• Explain the events the led to the secession of the South: Evaluate the distinct views held by people living in the North, South, and West leading up to the Civil War: Sectional Views differing on key political Issues, i.e. "who" was in favor of or opposed:             <ol style="list-style-type: none"> <li>1. Protective Tariff</li> <li>2. National Bank</li> <li>3. Internal Improvements</li> <li>4. Cheap Western Land</li> <li>5. The Nature of the Union (disputes over nullification and secession)</li> <li>6. Slavery</li> </ol> </li> <li>• Examine political problems faced by both Lincoln and Davis</li> <li>• Identify fundamental economic differences between the North and the South.</li> <li>• Evaluate the constitutional issues relevant to the Civil War and Reconstruction.</li> <li>• Identify the issues that divided Republicans during the early Reconstruction era.</li> <li>• Analyze how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups</li> </ul>	<p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>• What were the advantages and disadvantages for the North and the South at the start of the war?</li> <li>• How did the Civil War impact Northern and Southern society economically and politically?</li> <li>• Explain the causes and effects of Western Expansion from the 1830s-1850s</li> </ul>

<p><b>Higher Order Questions:</b></p> <ul style="list-style-type: none"> <li>• What purpose did the North have in fighting so many battles along the coasts?</li> <li>• Which side, the North or the South, had more advantages during the Civil War?</li> <li>• How did the Emancipation Proclamation change the nature of the war?</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Siege</li> <li>• Pillage</li> <li>• Carpetbaggers</li> <li>• Scalawags</li> <li>• Mugwumps</li> <li>• Battle of Bull Run</li> <li>• Anaconda Plan</li> <li>• Emancipation Proclamation</li> <li>• Sherman's March</li> <li>• Vicksburg</li> <li>• Gettysburg</li> </ul>
<p><b>Instructional Strategy Ideas:</b></p> <p><b><i>"I Do"</i></b></p> <p>Teachers should be modeling content area reading strategies such as annotation of text from the textbook, Gateway book, or any other supplemental material addressing the standard. Teachers are also suggested to use primary/secondary sources such as political cartoons or images of <b>Issues during the Civil War</b>. These images can be found on the national archives site or a Google/Bing search and analyzed by the teacher and students using the <b>Political Cartoon Analysis Protocol</b>.</p> <p>Teachers may use a PPT that guides students through notes, but is limited to the designated timeframe of the "I DO/WE DO" portion of the instructional framework.</p> <p><b><i>"We Do"</i></b></p> <p>Teachers can allow students to guide the analyzation process during whole group while supporting and providing feedback to the students' commentary.</p> <p><b><i>"You Do"</i></b></p> <p>Students should be in groups, actively in use of the "my evidence notebooks", or having student driven discourse on the topic.</p> <p>Students may also be responding to the essential questions, or have been released to work independently on their own political cartoon images.</p> <p>Teachers are suggested to implement the gallery walk strategy with the use of primary source images during the student work period as well.</p>	<p><b>Differentiation Ideas:</b></p> <p>"Interactive Notebook": SS.912.A.2.1. Students will create a graphic organizer/foldable identifying the Causes &amp; Consequences of the Civil War &amp; Reconstruction. Using the information from their organizers, students will answer the essential question, citing evidence, in their notebooks:</p> <p>"Essential Question: Describe the economic differences and states' rights that divided the North &amp; South. Explain how sectionalism and the issue of slavery lead to the Civil War and the consequences of those differences"?</p> <p>(See example in the Interactive Notebook Folder on Blackboard)</p>

**Resources:**

- Lincoln's House Divided Speech,  
<https://www.gilderlehrman.org/history-by-era/lincoln/resources/%E2%80%99Chouse-divided%E2%80%9D-speech-ca-1857%E2%80%931858>
- Emancipation Proclamation,  
[http://www.archives.gov/exhibits/featured\\_documents/emancipation\\_proclamation/](http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/)
- Gettysburg Address,  
<http://www.ourdocuments.gov/doc.php?flash=true&doc=36>
- South Carolina's Black Codes,  
[http://dhi.library.cofc.edu/exhibits/show/after\\_slavery\\_educator/unit\\_three\\_documents/document\\_eight](http://dhi.library.cofc.edu/exhibits/show/after_slavery_educator/unit_three_documents/document_eight)
- 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> Amendments,  
<https://www.congress.gov/constitution-annotated/>

**Images/Cartoons**

Carpetbaggers <http://www.knowla.org/entry/761/>

Images from the 1864 election,  
<http://www.civilwar.org/education/history/primarysources/1864-campaign-cartoons.html>

- **Textbook: Florida United States History & Geography**, Modern Times; McGraw Hill (2013):  
Chapter 1, Lesson 5 (pages 63-68).
- **Gateway to U.S. History** (Jarrett and Yahng, 2014)  
Chapter 1: The Civil War (pages 1-18).  
Chapter 2: Reconstruction: America's "Unfinished Revolution"? (pages 23-34).